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### Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

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### Disclosures

#### Financial Disclosures:

- Vice president of research for Language Dynamics Group (LDG)
- Researcher and publisher of the CUBED assessment, Predictive Early Assessment of Reading and Language (PEARL), and Story Champs

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## Goals of Training

Participants will apply the knowledge and skills learned in this training to support reading achievement of all students through early oral **language** promotion.

Participants will be able to implement a multi-tiered system of **language** support that involves universal screening, progress monitoring, tiered instruction, and data based decision making.

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## WHY LANGUAGE?



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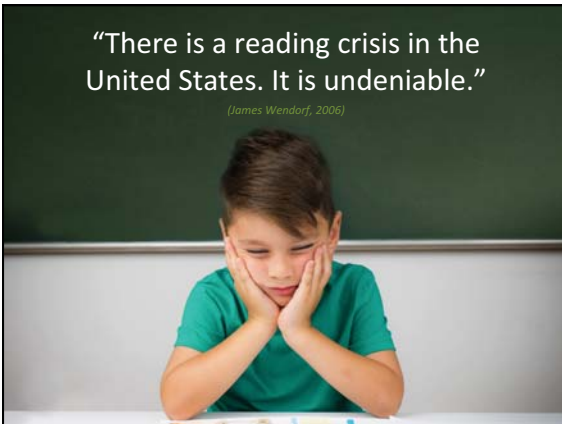
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"There is a reading crisis in the United States. It is undeniable."

(James Wendorf, 2006)



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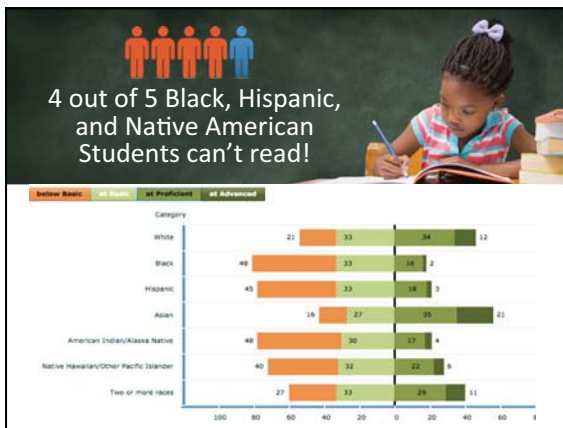
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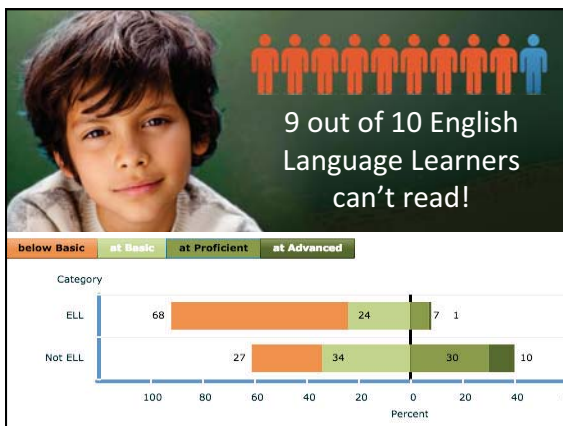
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"For a country like America to be leaving behind about **38-40%** of it's youngsters, in terms of not learning to read, is unconscionable."

(Reid Lyon, 2006)

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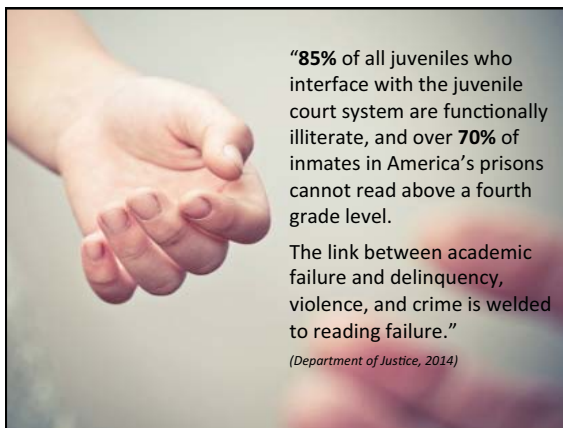
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"**85%** of all juveniles who interface with the juvenile court system are functionally illiterate, and over **70%** of inmates in America's prisons cannot read above a fourth grade level.

The link between academic failure and delinquency, violence, and crime is welded to reading failure."

(Department of Justice, 2014)

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**32 million** adults in the U.S. can't read.

**21% of adults** read below a 5<sup>th</sup> grade level.

(This has not changed for over 10 years)

(NAAL, 2014)

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## Seeing the Problem

- Only 12% to 18% of students are expected to have difficulty learning to decode.
- Culturally and linguistically diverse students do not have more difficulty learning to decode than other students.

*Biemiller, 2003; Lindsey et al., 2003; Proctor et al., 2005; Nakamoto et al., 2007*




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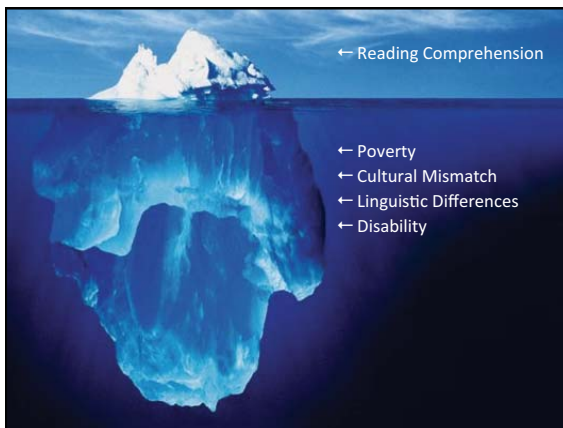
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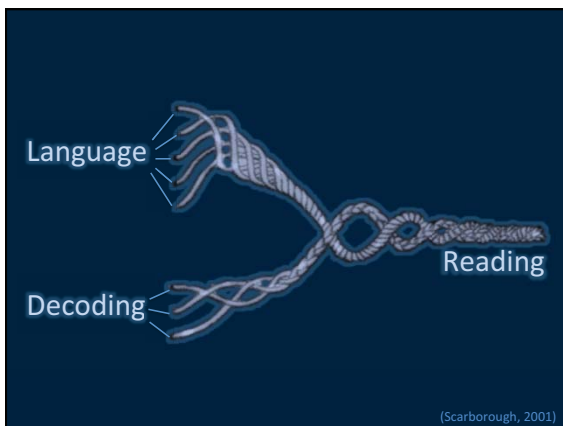
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(Scarborough, 2001)

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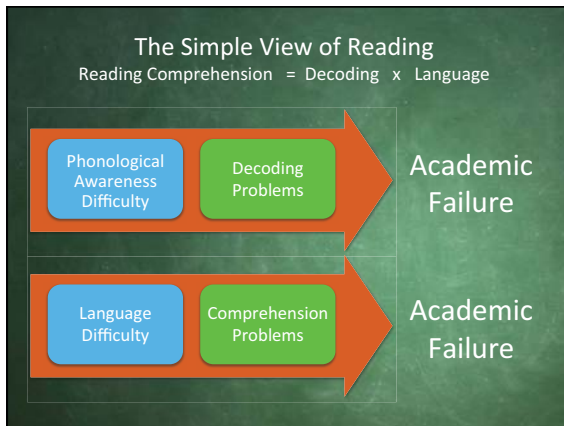
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### Importance of Language

“Children’s oral language competence is **strongly predictive of their facility in learning to read and write...** listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand **no matter how well they can decode.**”

(CCSS; Appendix A, pg. 26)

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### The Decoding Focus

Teaching and testing code skills is relatively easy compared with changing the broader, more complex set of oral language skills. — Dickinson, Golinkoff, & Hirsh-Pasek

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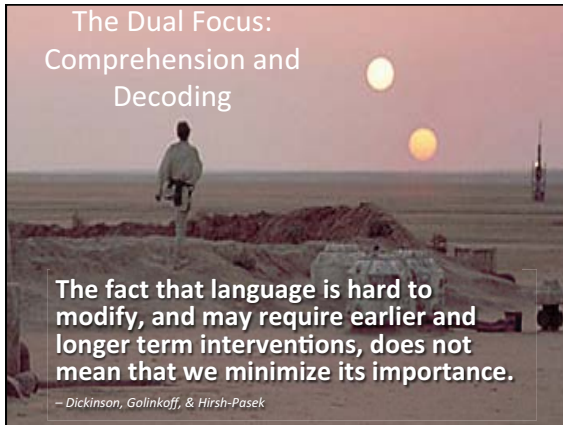
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The Dual Focus:  
Comprehension and  
Decoding

The fact that language is hard to  
modify, and may require earlier and  
longer term interventions, does not  
mean that we minimize its importance.

— Dickinson, Golinkoff, & Hirsh-Pasek



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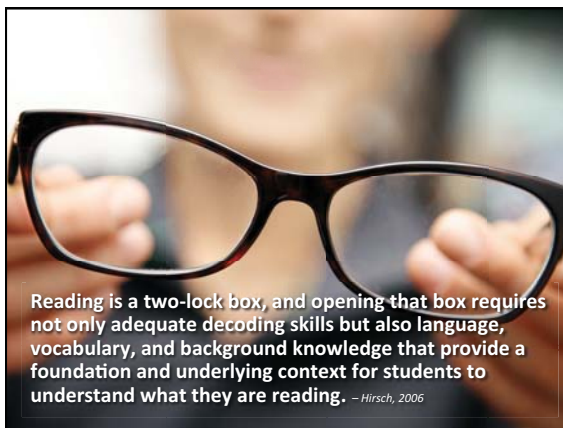
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Reading is a two-lock box, and opening that box requires  
not only adequate decoding skills but also language,  
vocabulary, and background knowledge that provide a  
foundation and underlying context for students to  
understand what they are reading. —Hirsch, 2006



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"It is now well accepted that the chief cause of the achievement gap  
between socioeconomic groups is a language gap." --Hirsch, 2003  
"Academic language is the pivotal skill repertoire for closing the  
achievement gap and attention to it is nearly absent in primary grades."  
--Snow & Uccelli, 2008



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### Think – Pair - Share

- What tools do we need to be able to promote early oral language with the same vigor as early decoding?
- Take a minute to think.
- Walk to \_\_\_\_\_ partner.
- Discuss your answers.

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### What Would We Need?

#### 1. ASSESSMENT

Valid, reliable, easy to use, assessment tools with equivalent forms for frequent sampling of students' **language** skills and measuring growth over time.

- Universal Screening
- Intervention Planning
- Progress Monitoring

#### 2. INTERVENTION

An effective, **language** curriculum that is easy to use and sufficiently flexible to address the language needs of diverse children.

- Whole class
- More intense
- arrangements

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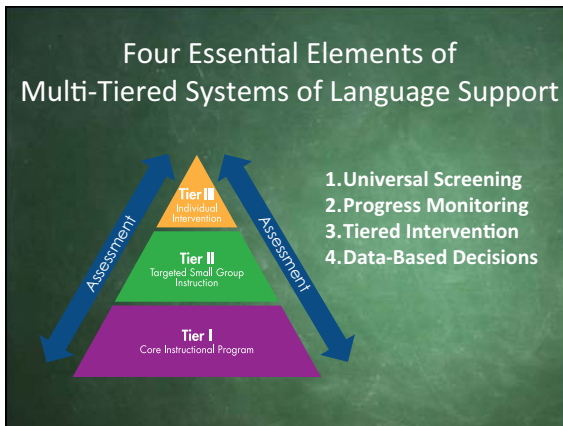
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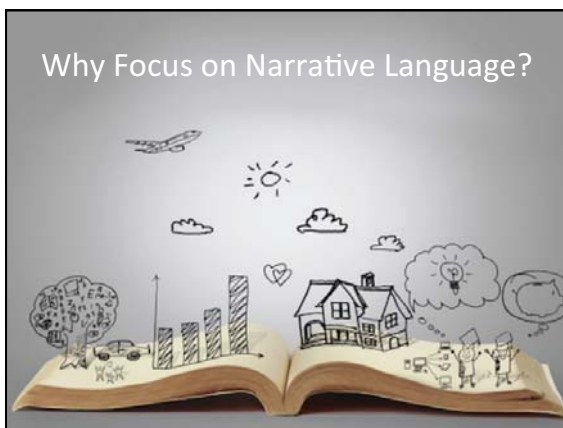
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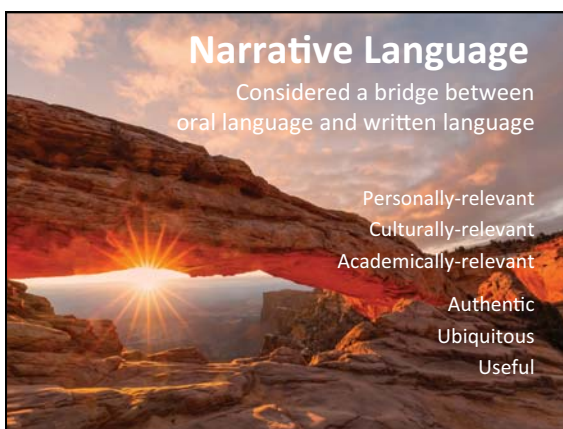
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## Story Grammar

- *Story Grammar:*  
Main parts of the story
  - Problem
  - Action
  - Consequence
- Reveals the episode (plot)
- Reinforced and tested in American schools




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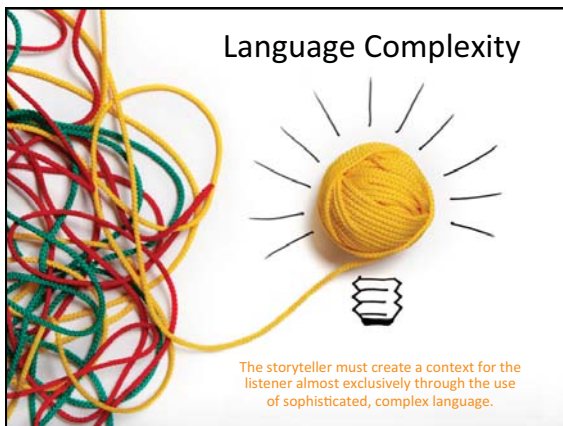
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## Language Complexity



The storyteller must create a context for the listener almost exclusively through the use of sophisticated, complex language.

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## Language Complexity

- Similar to written language
  - Adverbs (e.g., quickly)
  - Temporal subordination (e.g., *When* he was walking...)
  - Elaborated noun phrases (e.g., The huge dog that was scary)
  - Mental & linguistic verbs (e.g., decided, considered)
  - Conjunctions (e.g., and, but, because)
  - Dialogue (e.g., He said, "I need a band-aid!")




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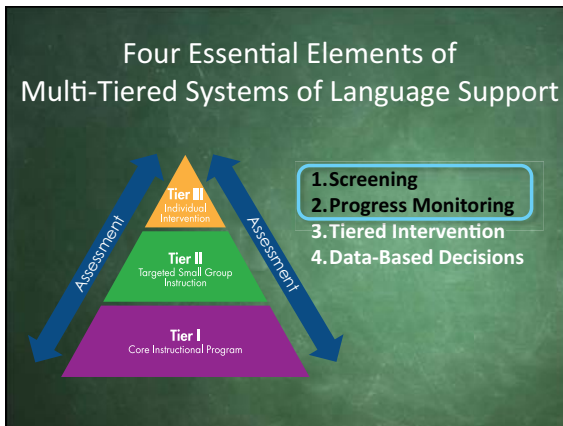
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### Students Entering Kindergarten

1. Students who have strong skills
2. Students who have poor skills but will respond rapidly to classroom instruction.
3. Students who have poor skills and will not respond adequately to classroom instruction.

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### DECODING: Kindergarten Fall LSF

School 1	43%
School 2	62%
School 3	60%




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Hmmm...

We need to differentiate between students who will do well with classroom instruction and students who will need targeted/intensive intervention.

- Decoding
- Language

How do we do that?




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### Think – Pair - Share

- How can we differentiate students who will do well with classroom instruction and students who will need targeted/intensive intervention?
- Take a minute to think.
- Get a partner.
- Discuss your answers.

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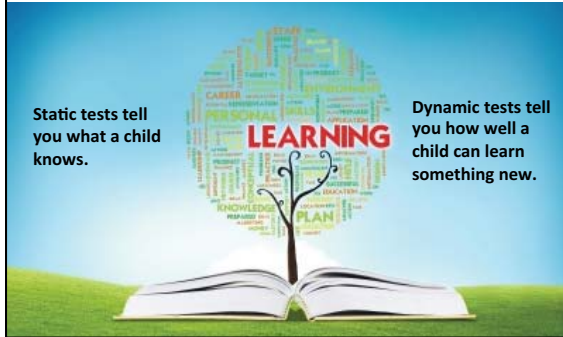
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## Dynamic Assessment




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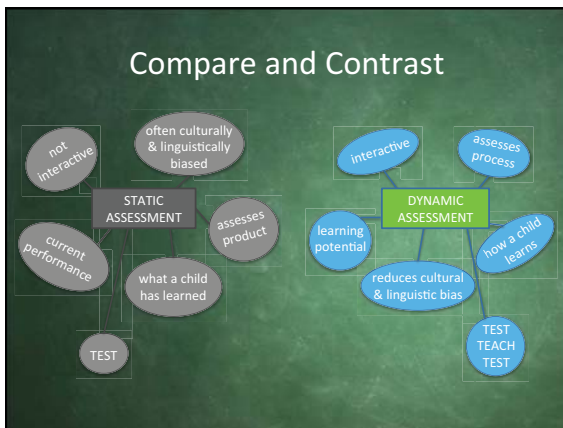
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## Compare and Contrast




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## Dynamic Assessment & RTI




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The Two Primary Purposes of the PEARL

1. Accurately predict future decoding *and* comprehension difficulty
2. Reduce *cultural and linguistic* bias of the information.

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**Pretest**

**SCRIPT**

Display page 2 from the stimulus book.

SAY: "Please read these words." (point to each word)

If the student does not respond or refuses to read:

SAY: "I can't help you. Just try your best." or "What do you think this word is?" or "You can guess."

Encourage twice for each word.

**SCORING**

tad	nad	zad	kad
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Underline sounds read correctly (e.g., t a d, n a d, z a d, k a d). If all three sounds in a word are read correctly, it counts as a correct word.

CORRECT SOUNDS =  CORRECT WORDS =

Note: If student reads 2 or more words correctly, go on to the Dynamic Assessment of Language subtest.

tad

nad

zad

kad

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**Teaching**

**SCRIPT: ROUND 1**

Display page 3 from the stimulus book.

With explicit instruction, have the student imitate the pattern for each word before going onto Round 2.

SAY: "I'm going to show you how to read these words."

SAY: "This letter says 't'. Say 't'." "This letter says 'n'. Say 'na'." "This letter says 'd'. Say 'd'." "Put them together and you get the word 'tad'." "What is this word?"

**SCRIPT: ROUND 2**

With minimal instruction, have the student imitate the pattern for each word.

SAY: "t" Student says: "t"

SAY: "na" Student says: "na"

SAY: "d" Student says: "d"

SAY: "tad" Student says: "tad"

**RESPONSIVENESS**

Place an X in the appropriate box for the Errors, Confidence, Disruptions, and Rate scales before scoring LEARNING. Circle the number 0-4 that reflects the student's overall responsiveness.

None	Some	Many		
High	Average	Low		
None	Some	Many		
Fast	Moderate	Slow		
Easy	Moderate	Difficult		
4	3	2	1	0

LEARNING

RESPONSIVENESS SCORE =

t-a-d  
tad

n-a-d  
nad

z-a-d  
zad

k-a-d  
kad

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**Record of Scores**

**Dynamic Assessment of Decoding Subtest**  
(Scores from page 2)

Pretest	Teaching	Posttest
Correct Sounds	Correct Words	Progressiveness
Correct Sounds	Correct Words	Correct Words

**Dynamic Assessment of Language Subtest**  
(Scores from page 2-4)

Pretest	Teaching	Posttest
SG	LC	E
Progressiveness	Progressiveness	Progressiveness
Total Score	Total Score	Total Score

**Interpretation and Recommendation**

**Dynamic Assessment of Decoding Subtest**

Did the student read at least two words correctly, either blended (e.g., sad) or segmented (e.g., s-a-d) at Pretest?

YES → Not at risk

NO → Was Learning from the Progressiveness Scale a 0 or 1?

YES → **Intervention recommended**

NO → Was Learning from the Progressiveness Scale a 4?

YES → Not at risk

NO → Did the student read at least one word correctly, either blended (e.g., sad) or segmented (e.g., s-a-d) at Posttest?

YES → Not at risk

NO → Did the student read six or more sounds correctly during Posttest?

YES → Not at risk

NO → **Intervention recommended**

**Dynamic Assessment of Language Subtest**

Did the student receive a 0-0-0 or 0-0-0 or 0-0-0 or 0-0-0 on the Pretest (Grade AHC) a Pretest Total Score of 10 or higher?

YES → Not at risk

NO → Was Learning from the Progressiveness Scale a 0 or 1?

YES → **Intervention recommended**

NO → Was Learning from the Progressiveness Scale a 4?

YES → Not at risk

NO → Did the student receive a Posttest Total Score of 8 or higher?

YES → Not at risk

NO → **Intervention recommended**

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		DECODING	
		Adequate	Poor
LANGUAGE COMPREHENSION	Adequate	Does not need intervention (N=146; 62.9%)	Needs Tier 2/3 DECODING intervention (N=45; 19.4%)
	Poor	Needs Tier 2/3 LANGUAGE intervention (N=21; 9.1%)	Needs Tier 2/3 DECODING and LANGUAGE intervention (N=20; 8.6%)

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Valuable school resources can be reserved for the students who really need it.

Plus, intervention can begin immediately!



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## DECODING Classification Accuracy

- UT: 800 kindergarten students (600 followed longitudinally to end of first grade)  
All students:
  - PEARL: 92% sensitivity, 83% specificity
  - DIBELS: 79% sensitivity, 50% specificity
 Hispanic students:
  - PEARL: 100% sensitivity, 76% specificity
  - DIBELS: 87% sensitivity, 36% specificity
- AZ: 232 kindergarten students (PEARL)
  - 90% sensitivity
  - 86% specificity




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## LANGUAGE Classification Accuracy

- UT: 71 bilingual students  
PEARL:
  - 100% sensitivity
  - 100% specificity
- AZ: 232 kindergarten students  
PEARL:
  - 99% sensitivity




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## MTSLS: What Do We Need?

### 1. ASSESSMENT

Valid, reliable, easy to use, assessment tools with equivalent forms for frequent sampling of students' **language** skills and measuring growth over time.

- Universal Screening
- Intervention Planning
- Progress Monitoring

### 2. INTERVENTION

An effective, **language** curriculum that is easy to use and sufficiently flexible to address the language needs of diverse children.

- Whole class
- More intense
- arrangements

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- Measures socially and academically important outcomes
- Alternate forms
- Strong validity
- Strong reliability
- Standardized administration and scoring procedures
- Time efficient and easy to use
- Sensitive to growth

*Deno, 2003*

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**DECODING** Dynamic Decoding Measures (DDM)  
Grades: Kindergarten to 3<sup>rd</sup> Grade

**LANGUAGE** Narrative Language Measures: Listening (NLM: Listening)  
Grades: Preschool to 3<sup>rd</sup> Grade

**READING** Narrative Language Measures: Reading (NLM: Reading)  
Grades: 1<sup>st</sup> Grade to 3<sup>rd</sup> Grade

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Screening and Progress Monitoring Tools

DDM Dynamic Decoding Measures			NLM Narrative Language Measures	
<b>PHONEMIC AWARENESS</b> <ul style="list-style-type: none"> <li>Phoneme Segmentation</li> <li>First Sounds</li> <li>Phoneme Blending</li> </ul>	<b>WORD ID</b> <ul style="list-style-type: none"> <li>Irregular Words</li> <li>Letter Sounds</li> <li>Letter Names</li> </ul>	<b>DECODING</b> <ul style="list-style-type: none"> <li>Silent 'e'</li> <li>CCVC</li> <li>CVC</li> </ul>	<b>LISTENING</b> <ul style="list-style-type: none"> <li>Listening Retell</li> <li>Comprehension Questions</li> <li>Vocabulary</li> <li>Personal Story Generation</li> </ul>	<b>READING</b> <ul style="list-style-type: none"> <li>Decoding Fluency</li> <li>Reading Retell</li> <li>Comprehension Questions</li> <li>Vocabulary</li> <li>Personal Writing Generation</li> </ul>

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## NLM LISTENING

National Learning Means

- Listening Retell
- Comprehension Questions
- Vocabulary
- Personal Story Generation

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- **Listening Comprehension**

Listening comprehension is measured through story retells as well as questions about the story.

- **Expressive Language**

Using the optional personal generation section, expressive language can be elicited, transcribed, and analyzed.

- **Inferential Word Learning**

Definitional vocabulary questions reflect students' ability to determine the meaning of words through context.

- **Proxy for Reading Comprehension**

Because listening and reading comprehension are the same construct, the NLM Listening measures reading comprehension before students can decode.

Grades: PreK – 3rd Grade

## NLM READING

National Learning Means

- Decoding Fluency
- Reading Retell
- Comprehension Questions
- Vocabulary
- Personal Writing Generation

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- **Decoding Fluency**

Across each grade level, all decoding fluency passages have the exact same lexile score, and are parallel in length, story structure and linguistic features.

- **Reading Comprehension**

Allows for a comparative analysis of reading comprehension against the listening comprehension (NLM Listening).

- **Pinpoint Intervention Focus**

The NLM Reading helps educators determine if a student needs decoding or language focused intervention.

- **Writing**

Using the optional personal writing generation section, students' writing can be elicited and scored.

Grades: 1st – 3rd Grade

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**NLM**  **READING**  
Narrative Language Measures



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	2 Points	1 Point	0 Points
Character	main character's name / any proper name used to identify the main character	generic character description (boy, sister) NOT pronouns	only pronouns or generic secondary character (e.g. family, mom, sister, friend)
Setting	setting activity AND location	location OR setting activity	no information about the setting
Problem (P)	complete AND clear problem	incomplete OR unclear problem	no problem
Emotion	specific emotion related to problem	general emotion or behavior related to problem (e.g., didn't like it, cried)	no emotion or emotion behavior
Plan (PL)	cognitive verb is used along with a specific plan of action	cognitive verb is used (e.g., decided)	no cognitive verb
Attempt (A)	specific attempt by main character to fix the problem using dialogue or brief description of their action (asking someone for help)	general attempt to fix the problem without dialogue or a description of action	no attempt to fix the problem
Consequence/ Same Problem (CP)	complete AND clear problem stated again	incomplete OR unclear problem stated again	no problem restated
Emotion-2	specific emotion related to problem stated again	general emotion or behavior related to problem stated again (e.g., didn't like it, cried)	no second emotion or emotion behavior

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Emotion-2	specific emotion related to problem stated again	general emotion or behavior related to problem stated again (e.g., didn't like it, cried)	no second emotion or emotion behavior
Plan-2 (PL2)	cognitive verb used again with a specific plan of action	cognitive verb used again (e.g., decided)	no second cognitive verb
Attempt-2 (A2)	second, specific attempt by main character to fix the problem using dialogue or brief description of action (asking someone for help)	second general attempt to fix the problem without dialogue or a description of action	no second attempt to fix the problem
Consequence (C)	second complete AND clear description of the direct result of the second attempt / what the secondary character does to help the main character	a second incomplete OR unclear description of the direct result of the second attempt	no description of the result of the second attempt
Ending (E)	complete OR clear events after solving problem	incomplete OR unclear events after solving problem	no description events after solving problem
Ending Emotion	specific emotion related to ending or consequence	general emotion or behavior related to ending or consequence (e.g., didn't like it, cried)	no emotion or emotion behavior

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## Retell Scoring

**NLM LISTENING** Kindergarten Progress Monitoring: STORY 9

Chid/ID: \_\_\_\_\_ Audio File: \_\_\_\_\_ Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

**LISTENING RETELL**

Examiner says, "I'm going to tell you a story. Please listen carefully. When I'm done, you are going to tell me the same story. Are you ready?" Examiner reads the story word for word at a moderate pace with normal inflection.

One day, **Shane** was in his room quickly **getting dressed**. He was **hurry**ing because he was late. He was almost dressed. But he couldn't find his **favorite green** shirt. Shane was **annoyed** because he wanted to wear that shirt. Then Shane **decided** to ask his mom about it. Shane **said**, "Have you seen my **green shirt**?" I checked my room. I can't find it." Then his mom said, "Yes. I **washed** it. I draped it over a chair downstairs." After Shane's mom told him where his shirt was, he found it hanging on the chair. He **eagerly** put it on. When Shane got to school, he was **happy** because he was wearing his best shirt that he treasured.

Examiner says, "Thanks for listening. Now you tell me that story." After student appears to be done, examiner says, "Are you finished?" Prompts (up to 3): "It's OK. Just do your best." and/or "I can't help, but you can just tell the parts you remember."

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Table 7. CUBED Inter-rater Reliability

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Table 8. Alternate Forms Correlation Coefficients.

CUBED Measure	Alternate Forms Correlation Coefficient
DDM Decoding	
CVC	.94
CCVC	.97
Silent 'e'	.96
NLM Listening Retell	.64
NLM Reading Retell	.67
NLM Decoding Fluency	.92
NLM Story Questions	.70
NLM Vocabulary Questions	.45
Between NLM Listening and NLM Reading Retells	
Second & Third Grade: All Ethnicities	.75
Second & Third Grade: Hispanic	.74
Second & Third Grade: Native American	.67
Second & Third Grade: Caucasian	.74

Note: Coefficients ranging from .40 to .69 are considered strong and coefficients at or above .70 are considered very strong.

Table 9. Corrected (Uncorrected) Coefficients Between the NLM Listening and Language-Related Criterion Measures

NLM Listening Retell			
Criterion Measure	n	r	
		Preschool	Grades K-3
Writing			
Curriculum-Based Assessment for Writing	86		.69 (.51)
Narrative Language Sample (Frog Where Are You?)			
Episode Complexity	50		.69 (.53)
Story Grammar	50		.67 (.52)
Number of Different Words	112	.55 (.44)	.68 (.54)
Total Number of Words	112	.51 (.41)	.66 (.49)
Mean Length of Utterance	112	.35 (.28)	.74 (.53)
Total Number of Utterances	112	.36 (.29)	.70 (.52)
Expository Language			
Information Retell	917	.42 (.32)	.68 (.50)
Clinical Evaluation of Language Fundamentals Preschool (CELF-P)			
CELF-P Core	62	.59 (.47)	
Renfrew Bus Story			
Information	5	.95 (.88)	

Note: All correlations were significant,  $p < .05$ . For corrected coefficients, estimates for Frog reliability were from Heilmann, Miller, Iglesias, Fabiano-Smith, Nockerts, & Andriacchi (2008). Reading Street reading comprehension end of unit test reliability data and reliability for the district writing assessment were not available. We estimated .70 for those tests. Writing reliability was .70. Expository was .70. Bus Story reliability for Information was .79 according to the Bus Story Manual. Average reliability for the CELF was .80.

Table 11. Corrected (uncorrected) correlations between fall CUBED Scaled Score Language Composite and fall MAP

Fall CUBED Scaled Score Language Composite		
Criterion Measure	n	r
		Grades K-3
Measuring Academic Progress (MAP) Fall		
RIT Score	1,146	.88 (.78)
MAP Foundational Skills	566	.79 (.71)
MAP Language and Writing	1,143	.85 (.76)
MAP Informational and Literature	566	.74 (.66)
MAP Vocabulary Use and Functions	1,143	.83 (.74)

Note: All correlations were significant,  $p < .05$ . The CUBED Scaled Score Language Composite is the sum of scaled scores from the highest NLM Listening retell, NLM Reading retell, Vocabulary Questions, and Decoding Fluency fall targets. MAP = Measures of Academic Progress fall administration; RIT = Rasch Unit.

Table 12. Corrected (uncorrected) correlations between fall CUBED Scaled Score Reading Composite and fall MAP

Fall CUBED Scaled Score Reading Composite		
Criterion Measure	n	r
		Grades K-3
Measuring Academic Progress (MAP) Fall		
RIT Score	1,146	.44 (.39)
MAP Foundational Skills	566	.64 (.57)
MAP Language and Writing	1,143	.43 (.38)
MAP Informational and Literature	566	.59 (.53)
MAP Vocabulary Use and Functions	1,143	.42 (.37)

Note: All correlations significant,  $p < .05$ . The CUBED Scaled Score Reading Composite is the sum of scaled scores from the DDM Word Identification, DDM Letter Sounds, and DDM Phoneme Segmentation fall targets, and the highest NLM Listening retell, NLM Reading retell, Vocabulary Questions, and Decoding Fluency fall targets. MAP = Measures of Academic Progress fall administration; RIT = Rasch Unit.

Table 13. Regression analyses using fall CUBED raw scores to predict winter MAP performance

Fall CUBED Scaled Score Language Composite		
Criterion Measure	n	R <sup>2</sup>
		Grades K-3
NLM and NLMR Predicting MAP RIT	1,512	.43
NLM/R Vocab and DDM Irregular Words Predicting MAP Vocabulary Use and Functions	1,512	.55
All CUBED Measures Predicting MAP Foundational Skills	1,512	.64
Decoding Fluency and Phoneme Segmentation Predicting MAP Language and Writing	1,512	.78
DDM Irregular Words, Vocabulary Questions, and Phoneme Segmentation Predicting MAP Literature and Informational	1,512	.69

Note: All correlations were significant,  $p < .01$ ; NLM = NLM Listening retell; NLMR = NLM Reading retell; MAP = Measures of Academic Progress fall administration; RIT = Rasch Unit.

Table 15. Corrected (uncorrected) correlations between fall CUBED Scaled Score Language Composite and winter MAP

Fall CUBED Scaled Score Language Composite		
Criterion Measure	n	r
		Grades K-3
Measuring Academic Progress (MAP) Winter		
RIT Score	1,146	.88 (.79)
MAP Foundational Skills	566	.78 (.70)
MAP Language and Writing	1,143	.84 (.75)
MAP Informational and Literature	566	.77 (.69)
MAP Vocabulary Use and Functions	1,143	.84 (.75)

Note: All correlations were significant,  $p < .05$ . The CUBED Scaled Score Language Composite is the sum of scaled scores from the highest NLM Listening retell, NLM Reading retell, Vocabulary Questions, and Decoding Fluency fall targets. MAP = Measures of Academic Progress fall administration; RIT = Rasch Unit.

Table 16. Corrected (uncorrected) correlations between fall CUBED Scaled Score Reading Composite and winter MAP

Fall CUBED Scaled Score Reading Composite		
Criterion Measure	n	r
Measuring Academic Progress (MAP) Winter		
RIT Score	1,146	.49 (.44)
MAP Foundational Skills	566	.65 (.58)
MAP Language and Writing	1,143	.46 (.41)
MAP Informational and Literature	566	.62 (.56)
MAP Vocabulary Use and Functions	1,143	.47 (.42)

Note: All correlations significant,  $p < .05$ . The CUBED Scaled Score Reading Composite is the sum of scaled scores from the DDM Word Identification, DDM Letter Sounds, and DDM Phoneme Segmentation fall targets, and the highest NLM Listening retell, NLM Reading retell, Vocabulary Questions, and Decoding Fluency fall targets. MAP = Measures of Academic Progress fall administration; RIT = Rasch Unit.

Table 17. Sensitivity and Specificity of CUBED Third Grade Fall Assessment for End of Year PAWS Reading Assessment

CUBED Third Grade Fall Assessment		
End of Year Reading Criterion Measure	Sensitivity	Specificity
PAWS (end of year) at or Below Basic = At Risk*	90%	73%
PAWS (end of year) Below Basic = At Risk**	100%	83%
PAWS (end of year) Below Basic = At Risk***	75%	76%

Note: PAWS = State of Wyoming Reading Assessment administered in March; \*Predictor = CUBED Third grade fall combined NLM Listening, NLM Reading, NLM Vocabulary, and NLM Decoding Fluency measures, Wilks' Lambda = .748,  $p = .001$ ; \*\*Predictor = CUBED third grade fall combined NLM Listening, NLM Reading, NLM Vocabulary, and NLM Decoding Fluency measures, Wilks' Lambda = .770,  $p < .01$ ; \*\*\* Predictor = CUBED Language Composite Scaled Scores, Wilks' Lambda = .82,  $p < .001$ .

## Think – Pair - Share

- What CUBED data are most important to you?
- How will you use the CUBED?
- Take a minute to think.
- Get a partner.
- Discuss your answers.

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## MTSLS: What Do We Need?

### 1. ASSESSMENT

Valid, reliable, easy to use, assessment tools with equivalent forms for frequent sampling of students' **language** skills and measuring growth over time.

- Universal Screening
- Intervention Planning
- Progress Monitoring

### 2. INTERVENTION

An effective, **language** curriculum that is easy to use and sufficiently flexible to address the language needs of diverse children.

- Whole class
- More intense
- arrangements

Ukrainetz, 2006

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A Multi-tiered Language Intervention Curriculum



- **Manualized**
- **Flexible**

**Key Features**

- Carefully structured stories
- Engaging visual materials
- Explicit teaching procedures
- Fun and motivating

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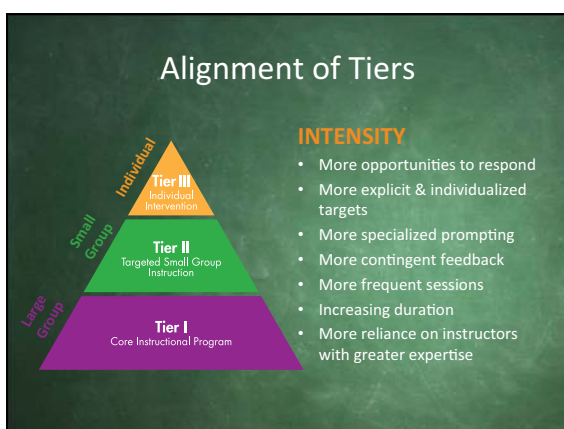
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## Alignment of Tiers




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### Characteristics of Effective Instruction

Based on the effective teaching literature and principles of instruction



Multiple exemplar training

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### Story Grammar

 Character
  Problem
  Feeling
  Action
  Ending

 Setting
  End Feeling

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### Multiple Exemplar Training

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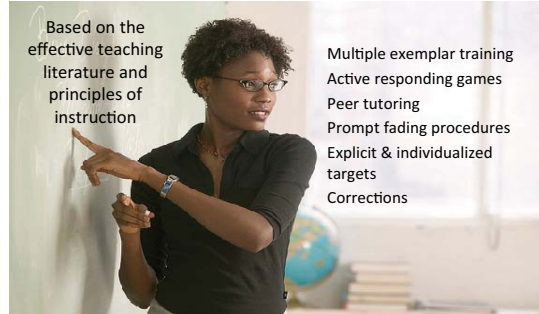
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## Characteristics of Effective Instruction




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## Large Group Procedures




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## Large group

Systematic Scaffolding  
Signals  
Story Gestures  
Questioning  
Individual Turns  
Least Restrictive Prompts  
Corrections

[Large Group Video](#)

### Large Group Procedural Checklist

1	2	3
Model	Assess	Observe
1 – Model Story		
<input type="checkbox"/> Interventorist displays 5 pictures on a wall or board		
<input type="checkbox"/> Interventorist reads the story word for word		
<input type="checkbox"/> Interventorist places icons on or near pictures		
<input type="checkbox"/> Interventorist names the story grammar parts and points to icons		
<input type="checkbox"/> Interventorist asks group to say the story grammar parts and points to icons		
2 – Story Gestures		
<input type="checkbox"/> Interventorist retells the story and model the gestures		
<input type="checkbox"/> Students play story gestures		
3 – Team Retell		
<input type="checkbox"/> Interventorist asks students to think of the story parts		
<input type="checkbox"/> Interventorist calls on individuals before having the group repeat		
<input type="checkbox"/> Interventorist summarizes the story		
4 – Partner Retell		
<input type="checkbox"/> Students retell story with partner		
<input type="checkbox"/> Interventorist assists as needed		
<input type="checkbox"/> Interventorist praises good “checking” and “telling”		
5 – Champ Ceremony		
<input type="checkbox"/> Students show trophy		
<input type="checkbox"/> Everyone claps and cheers for the team		

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# Small Group Procedures



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## SMALL group

- Seating/Rotation
- Personal Stories
- Story Games
- Scaffolding
- Corrections
- Prompting
- Differentiation
- Variations

[Small Group Video](#)

### Small Group Procedural Checklist

- | Retell and Personal Generation 1 : 3  |  |
|---|--|
| <b>1 – Model Story</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Interventionist lays out 5 pictures</li><li><input type="checkbox"/> Interventionist models the story</li><li><input type="checkbox"/> Interventionist places icons on pictures</li><li><input type="checkbox"/> Interventionist names the story grammar parts</li><li><input type="checkbox"/> Students name the story grammar parts</li></ul>   | <b>4 – Individual Generation 1</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Interventionist leaves icons on table</li><li><input type="checkbox"/> Interventionist selects one student to tell a personal story</li><li><input type="checkbox"/> Interventionist says, "Has something like that ever happened to you?"</li><li><input type="checkbox"/> Interventionist makes sure each part of the story is retold</li><li><input type="checkbox"/> Everyone, but storyteller, plays Story Game</li><li><input type="checkbox"/> Interventionist summarizes the story</li></ul> |
| <b>2 – Icon Retell</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Interventionist leaves pictures on table</li><li><input type="checkbox"/> Interventionist gives students icons</li><li><input type="checkbox"/> Interventionist makes sure each part of the story is retold</li><li><input type="checkbox"/> Each student places icon on picture</li><li><input type="checkbox"/> Interventionist summarizes the story</li></ul>  | <b>5 – Individual Generation 2</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Interventionist removes icons</li><li><input type="checkbox"/> Interventionist selects one student to tell a personal story</li><li><input type="checkbox"/> Interventionist says, "Has something like that ever happened to you?"</li><li><input type="checkbox"/> Interventionist makes sure each part of the story is retold</li><li><input type="checkbox"/> Everyone, but storyteller, plays Story Game</li><li><input type="checkbox"/> Interventionist summarizes the story</li></ul>         |
| <b>3 – Individual Retell 1</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Interventionist removes pictures and leaves icons on the table</li><li><input type="checkbox"/> Interventionist selects one student to retell story</li><li><input type="checkbox"/> Interventionist makes sure each part of the story is retold</li><li><input type="checkbox"/> Everyone, but storyteller, plays Story Game</li><li><input type="checkbox"/> Interventionist summarizes the story</li></ul> |  |

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## Practice in Small Groups



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## Extensions




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- 12 additional stories
- Each story has levels A-J
- An Extension of the Story Champs "Classic" curriculum
- Can be used for students in older elementary grades or for students who have mastered the narrative language in the Classic stories.

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- Level A – explicit vocabulary (sparkle), word learning through context
- Level B – explicit vocabulary (sparkle), word learning through context
- Level C – causality (e.g., because)
- Level D – temporal subordination (e.g., after, when)
- Level E – modifiers (e.g., adjectives & adverbs)
- Level F – causality, temporal subordination, sparkle
- Level G – causality, modifiers, sparkle
- Level H – temporal subordination, modifiers, sparkle
- Level I – causality, temporal subordination, modifiers, sparkle
- Level J – multiple episodes, causality, temporal subordination, modifiers, sparkle

## Levels: Targets

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LEVEL A

13: Brynn's Melled Mess

Last week Brynn was getting a chocolate candy bar at the store because she helped clean the house. After Brynn got her candy bar, it melted in the car. She felt **disappointed** because her candy bar was **ruined**. Brynn said to her mom "Can I have another candy bar please?" Then Brynn's mom bought her another one. She quickly **gulped** down her **yummy** candy bar. She ate it fast. It was **delicious**.

Explicit Vocabulary Instruction		Contextual Vocabulary Instruction	
Explicit Vocabulary Targets	Suggested Definitions	Contextual Vocabulary Targets	Contextual Support Embedded in Story
<b>ruined</b>	destroyed; cannot be used	<b>gulped</b>	quickly; ate it fast
<b>gulped</b>	ate really fast	<b>delicious</b>	yummy
<b>delicious</b>	yummy to eat		
<b>disappointed</b>	not what you wanted		

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STORY 13: Brynn's Melled Mess
LEVEL A

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## LEVEL B

## 13: Brynn's Melted Mess

On a very hot day last week, Brynn was buying a chocolate candy bar at the store because she cleaned her messy room that was **cluttered**. After Brynn got her candy bar, she got in the car to go home but the car was **sweltering**, and her candy bar **liquefied**. Brynn felt disappointed because her candy bar was **melted** and **gooey**. Then Brynn decided to ask her mom for help. She nicely said to her mom "Can I get a new candy bar please?" Brynn's mom **responded**, "OK, Let's go get you one." Then Brynn's mom bought her another candy bar. Brynn had learned her lesson, so she ate it right up. When she quickly ate her candy bar, she was **thrilled** because it wasn't melted.

## LEVEL C

## 13: Brynn's Melted Mess

Last week Brynn was getting a chocolate candy bar at the store **because** she helped clean the house. Brynn's candy bar melted in the car **because** it was so hot. She felt disappointed **because** her candy bar was ruined. Then Brynn decided to ask her mom for help. Brynn said to her mom, "Can I please get another candy bar **because** mine is all melted?" Then Brynn's mom bought her another candy bar **because** she was feeling kind. Brynn had learned her lesson. She quickly gulped down her candy bar **so that** it didn't melt. Brynn was thrilled **because** her candy bar was delicious.

## LEVEL E

## 13: Brynn's Melted Mess

Last week Brynn was getting a **huge, chocolate** candy bar at the store because she helped clean the **messy, dirty** house. After Brynn got her **big** candy bar, it **slowly** melted in the sweltering car. She felt **extremely** disappointed because her **delicious** candy bar was gooey. Then Brynn decided to ask her mom for help. Brynn **calmly** said to her mom "Can I get another candy bar please?" Then Brynn's mom **kindly** responded by buying her another one. Brynn had learned her lesson. She **quickly** ate her candy bar and it was **absolutely** tasty. She was **totally** thrilled.

# LEVEL I

## 13: Brynn's Melted Mess

Last week Brynn was getting a huge, chocolate candy bar at the store because she helped clean the dirty, cluttered house. After Brynn got her big candy bar, it slowly melted in the sweltering car because it was so hot. When it melted, she felt extremely disappointed because her candy bar was a liquefied, gooey mess. After Brynn settled down, she decided to ask her mom for help. She calmly said to her mom "When I opened the candy bar wrapper it was a melted mess. Can I get another candy bar because mine is ruined?" When Brynn's mom saw the melted chocolate, she kindly bought her another one because Brynn asked nicely. After Brynn got her new candy bar, she had learned her lesson. She quickly gulped it down so that it didn't melt. After she ate the absolutely yummy candy bar, Brynn was totally thrilled because it was delicious.

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# LEVEL J

## 13: Brynn's Melted Mess

Last week Brynn was getting a huge, chocolate candy bar at the store because she helped clean the dirty, cluttered house. After Brynn got her big candy bar, it suddenly melted in the sweltering car because it was so hot. When it melted, she felt extremely disappointed because her candy bar was a liquefied, gooey mess. Brynn decided to try and cool the candy bar down using the car's air conditioner. Although she put the candy bar right up to the cool air, when she opened up the wrapper, it was still totally melted. Brynn was very unhappy. After Brynn settled down, she decided to ask her mom for help. She calmly said to her mom "When I opened the candy bar wrapper it was a melted mess. Can I get another candy bar because mine is ruined?" When Brynn's mom saw the melted chocolate, she kindly bought her another one because Brynn asked nicely. After Brynn got her new candy bar, she had learned her lesson. She quickly gulped it down so that it didn't melt. After she ate the absolutely yummy candy bar, Brynn was totally thrilled because it was delicious.

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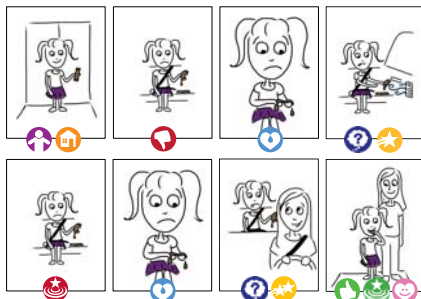
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STORY 13: Brynn's Melted Mess

Step 2: LEVEL J




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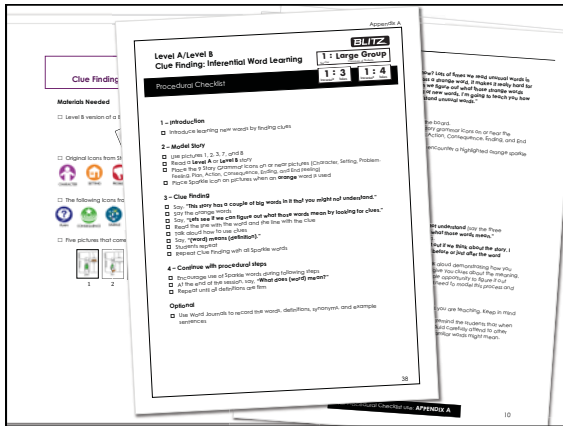
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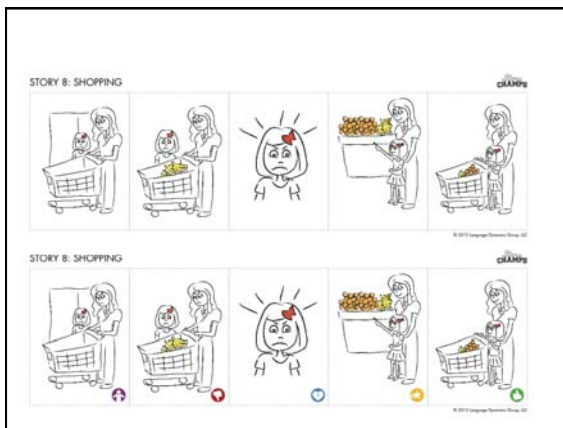
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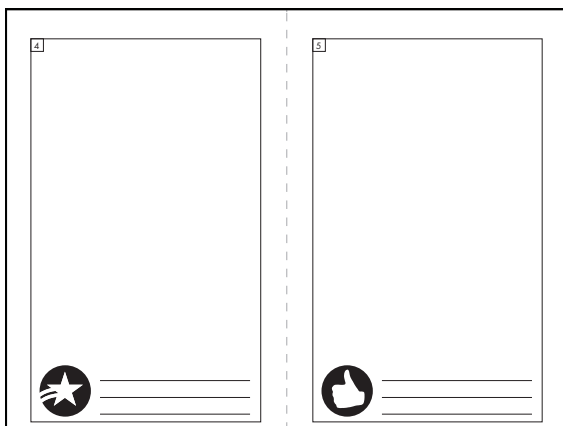
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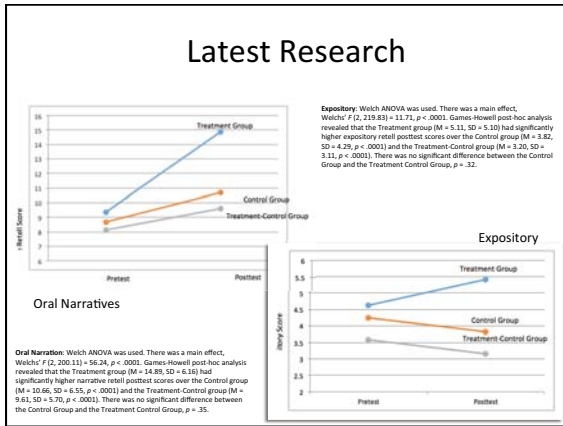
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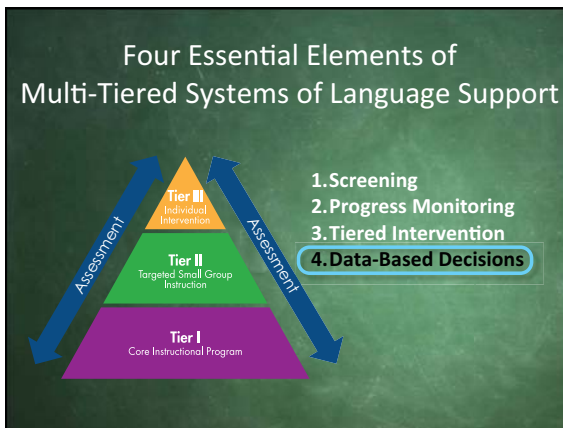
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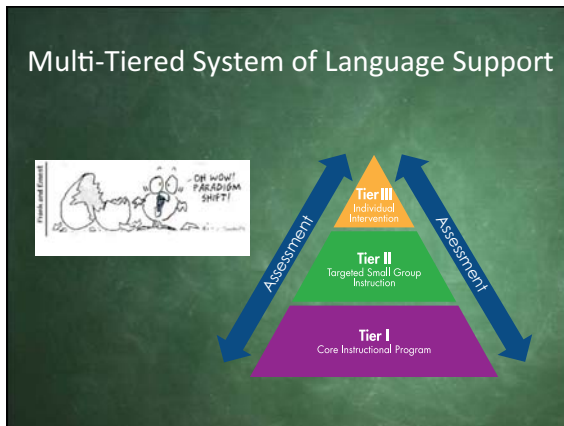
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### Data Based Decisions

<p><b>Decisions needed include...</b></p> <ul style="list-style-type: none"> <li>• Who needs intervention</li> <li>• What should they be taught</li> <li>• When should intervention be adjusted</li> </ul>	<p><b>Same data from the CUBED can...</b></p> <ul style="list-style-type: none"> <li>• Identify students for intervention</li> <li>• Identify targets for intervention</li> <li>• Determine when mastery is reached</li> </ul>
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### DBD: Who needs intervention?

- Conduct universal screening with all students preK-3<sup>rd</sup> grade Fall, Winter, and Spring using DDM and NLM: L/R (retell)
- Use student's best score out of 2 (1<sup>st</sup>-3<sup>rd</sup>) or 3 (PreK-K) in single session
- Use a criterion score (level of performance) to assign level of risk for each student (e.g., high risk, moderate risk, at benchmark)
- If school resources don't permit intervention with all students at risk, rank order them and give priority to the lowest performing students

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**CUBED Cut Points**

Figure 5

Preschool									
PEARL	NLM Listening Retell Total	DGM Phonemic Awareness Segmentation	DGM Word Identification			DGM Decoding		DGM Decoding Fluency	DGM Decoding Fluency
			Irregular Words	Letter Sounds	Letter Names	CVC Post Sounds*	CVVC Post Sounds*		
Month in school	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Fall	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Winter	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Spring	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2

Kindergarten									
PEARL	NLM Listening Retell Total	DGM Phonemic Awareness Segmentation	DGM Word Identification			DGM Decoding		DGM Decoding Fluency	DGM Decoding Fluency
			Irregular Words	Letter Sounds	Letter Names	CVC Post Sounds*	CVVC Post Sounds*		
Month in school	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Fall	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Winter	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Spring	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2

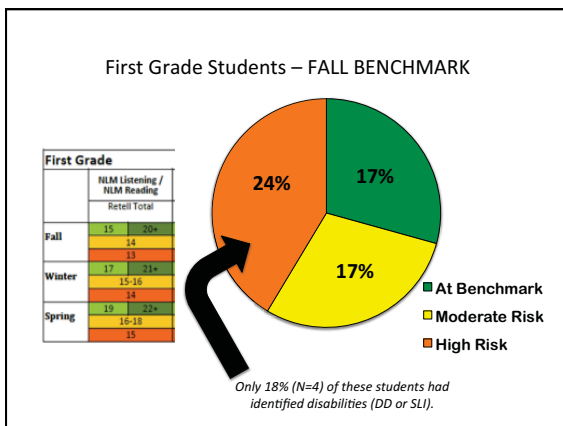
  

First Grade									
PEARL	NLM Listening / NLM Reading Retell Total	DGM Phonemic Awareness Segmentation	DGM Word Identification			DGM Decoding		DGM Decoding Fluency	DGM Decoding Fluency
			Irregular Words	Letter Sounds	Letter Names	CVC Post Sounds*	CVVC Post Sounds*		
Month in school	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Fall	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Winter	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Spring	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2

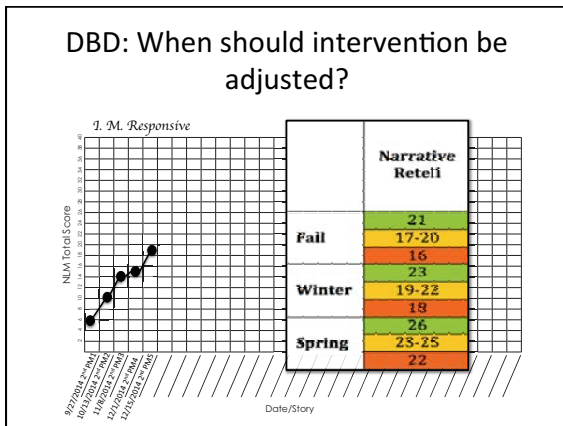
Second Grade									
PEARL	NLM Listening / NLM Reading Retell Total	DGM Phonemic Awareness Segmentation	DGM Word Identification			DGM Decoding		DGM Decoding Fluency	DGM Decoding Fluency
			Irregular Words	Letter Sounds	Letter Names	CVC Post Sounds*	CVVC Post Sounds*		
Month in school	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Fall	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Winter	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Spring	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2

Third Grade									
PEARL	NLM Listening / NLM Reading Retell Total	DGM Phonemic Awareness Segmentation	DGM Word Identification			DGM Decoding		DGM Decoding Fluency	DGM Decoding Fluency
			Irregular Words	Letter Sounds	Letter Names	CVC Post Sounds*	CVVC Post Sounds*		
Month in school	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Fall	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Winter	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Spring	15-20	10-15	1-2	1-2	1-2	1-2	1-2	1-2	1-2








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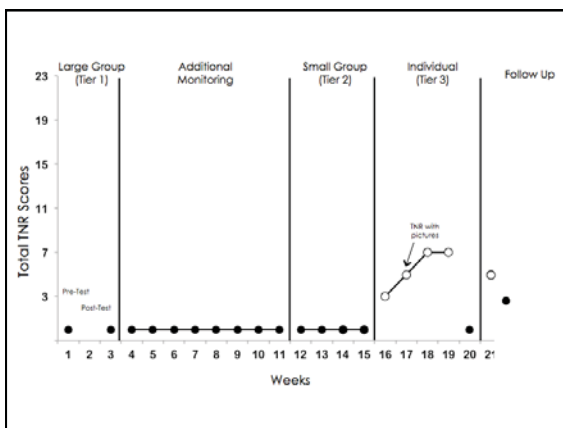
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### DBD: Summary

- The CUBED can directly inform
  - Who needs intervention
  - What should be taught
  - When intervention should be adjusted
- Goals can be derived directly from the results.
- Modifications can be made immediately to intervention plans so that all targets can be addressed in a timely fashion.
- Differentiation is easy with individualized formative assessment.

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- Use data to make “move and hold” decisions and for intervention planning.
- Monitor reading comprehension in 1-4<sup>th</sup> grades.

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